

Regd. No. M. 2347

The South Indian Teacher

THE OFFICIAL JOURNAL OF THE S. I. T. U.

VOLUME XXXVII — 1964

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Raise yourself by your own efforts



RAJA ANNAMALAIPURAM, MADRAS-28,

THE SOUTH INDIAN TEACHER

VOLUME XXXVII — 1964

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THE SOUTH INDIA TEACHERS' UNION

RAJA ANNAMALAIPURAM, MADRAS-28

A HAPPY NEW YEAR

The South India Teachers' Union wishes all the members of the teaching profession a happy new year.

Founded more than five decades ago and fostered by able, broad-minded educationists, this organisation has so continuously working for the betterment of the profession that, in recognition of the importance and representative nature of this organisation, Government of Madras, considers it as the only competent body for making representations on behalf of teachers of the State. With the increasing facilities for educating children, the number of schools is increasing rapidly and the strength of teaching profession has increased in consequence. Yet, it has to be mentioned with regret that the membership of the Union has not risen in proportion. The S. I. T. U. is an organ-

nisation for all teachers irrespective of their professional and academic qualifications or types of educational institutions in which they work.

The Union publishes two journals, *The South Indian Teacher* (in English) and *The Balar Kalvi* (in Tamil). We are entering on the 37th Year of our publication, while the *Balar Kalvi* is running its 28th year.

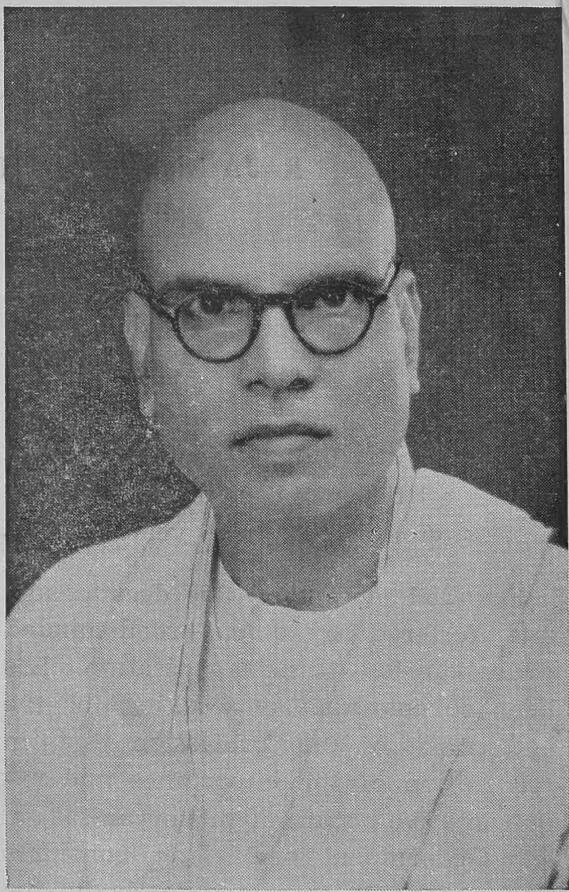
The S.I.T.U. Publications Ltd., the S.I.T.U. Council of Educational Research, and the S.I.T.U. Benevolent Fund are organisations closely associated with the Union and giving it great support.

It is hoped that in the new year there will be increased enrolment and greater participation of the members in the various activities of the Union.

OUR GREAT LOSS

The passing away of Sri T. P. Srinivasavaradan, M.L.C., is a great loss to us all. All his life he served teachers and the cause of Education in various capacities. He was the Secretary of the Madras Teachers' Guild, the Vice-President of the Madras Teachers' Guild Co-operative Society, the Secretary of the S.I.T.U., and later the President of the S.I.T.U. By his sincerity and devotion to his work, by his broad vision, and by his courageous lead, he has won the praise and admiration of all, not only teachers but the parents and the public. At the annual Conferences and at the meetings of the Executive of the S.I.T.U., he was one of those few who could present points clearly and clarify doubts. He successfully championed the cause of the teachers and worked sincerely to improve their lot. As a member of the Madras Legislative Council, he represented bravely and clearly the difficulties of the teachers and his suggestions were always given due consideration. That he was once the President of the annual State Educational Conference shows how much he was in the esteem of the members of the profession. His devotion to his work and sincerity can be readily inferred from the fact that even a few minutes before his passing away he was discussing over the phone with a friend some problems relating to fee concessions in high schools.

He was an eminent Headmaster and loved and respected by his colleagues and his pupils. During his tenure of office the Hindu High School enjoyed a



great reputation and showed progress in many directions such as the opening of diversified Course and English medium sections, institution of the mid-day meal scheme and organization of school excursions, particularly to members of the staff to places of historical and educational interest.

His sudden demise has shocked everyone in the profession; it is an irreparable loss. We offer our heartfelt condolences to the members of the bereaved family. May his soul rest in peace! May his spirit guide the teachers!

THE SOUTH INDIAN TEACHER

Vol. XXXVII

JANUARY 1964

No. 1

SOME ASPECTS OF EDUCATION*

I deem it an honour and privilege to have been asked to inaugurate the Annual Conference of the Ramanathapuram District Teachers' Guild. I note that this Conference is to have a special Seminar on the place of History and Geography as core subjects in Elementary and Secondary Schools. In view of the specialised discussion that would follow, I shall refrain from making any comments about these subjects. In view of the fact that we have a congregation of teachers from numerous schools in this district, I feel it would be appropriate to place before you a few thoughts that come to my mind regarding education. Members of the teaching profession! you represent a class of institutions which perhaps constitute a most important single factor determining not only the future of this country but also the future history of the world. It is my firm conviction that primary schools and secondary schools are playing a vital part in shaping the behaviour of the human race. Education is spreading and most of the boys either are going or are expected to go to school in their most impressionable age from 3 years to about 15 years. It is at this age that boys are most receptive and their later behaviour is largely and sometimes entirely determined by what they are taught during the period. This is true with regard to their development in the different spheres such as moral, religious, intellectual as well as physical. The boys spend the major part of their time at school and there-

fore the influence of home is of secondary importance. The organisation of primary and secondary education therefore attains a great importance in planning for the future. In fact, if one can only plan properly the primary and secondary education all over the world the present conflicts at the individual, society, national and international levels can all be controlled or even completely removed. This requires objective thinking on the part of effective and influential leaders of humanity.

It is well known that a child brought up in a pious environment often proves to become a pious man and the child brought up in a criminal environment gets its criminal instincts developed in the course of years. I do not propose to give any elaborate illustration of this well-known phenomenon. I would only draw your attention to the extent to which human beings could be made to feel in a particular way and act in a particular way by simply training them to these ideas from their childhood as can be evidenced from the effect of Hitler's methods in Germany on the one

* Inaugural Address by Professor K. S. G. Doss, D.Sc., F.R.I.C., F.Inst.P., F.A.Sc., F.N.I., Director, Central Electrochemical Research Institute, Karaikudi, on the occasion of the Annual Conference of the Ramanathapuram District Teachers' Guild, delivered on 9th November, 1963, in Dr. Alagappa Chettiar Training College, Karaikudi.

extreme and that of Mahatma Gandhi in India on the other. I can also cite another example of the mass experiment going on in Russia where the present generation of men brought up from their childhood inculcating certain ideas are finding it impossible to accept certain other ideas which are considered as rational in other parts of the world ; I am referring particularly with reference to religion.

We have to decide what type of man we would like our children grow up to be. Would we like to have,

- (1) A man with vigorous body and beautiful muscle and good health
Or

a physical wreck with a weak body and weak health incapable of helping anybody, but on the other hand becomes a burden on the rest of humanity ?

- (2) A high intellectual with good background of scientific method and precise thinking and with a fine culture to appreciate literature and to learn by reading so as to distinguish truth from falsehood, fanaticism from cold reason and facts from propaganda and having clarity of thinking, speaking and writing, equipped with an efficient language (such as English or German) to the highest level so that the world knowledge becomes open to him and creates in him one-world outlook and renders him capable of facing challenges of quickly expanding frontiers of knowledge and the challenging needs of the country of ours and one who is trained in practical handling of mechanical and electrical appliances of daily use

Or

an ordinary human being, incapable of understanding the world about him and incapable of managing even his own affairs in this complicated modern world ?

- (3) a pious man treading the path of truth with a spirit of sacrifice, with a high capacity for work, with full appreciation of dignity of labour, practising plain-living, exhibiting disciplined behaviour, having patriotic sentiments or even a wider humanitarian or an intense one-world outlook

Or

a detestable criminal with devilish instinct always taking pleasure in harming others, creating rifts in innocent humanity taking devilish pleasure in bringing large sections of humanity into clash.

- (4) God-fearing man appreciating the power of prayer and benefiting thereby, a man of action having boldness to face the world, one who sees the great commonness in the preaching of all religions and enjoys the pleasure of appreciating to the full the mystery of God's creation, and creates a friendly atmosphere wherever he goes

Or

a creature hardly better than the low order animals exhibiting just an animal-like instinct for self-preservation on taking advantage of all modern developments just to eat, to drink and to enjoy all the beastly pleasures and to go on without any higher thoughts about the Creator ?

The reply is clear. We know what we want our sons to be. We would not like to be a party to make them regret ever the environment that they had in their childhood. How can we achieve this is the question.

First and foremost, the teachers have a special responsibility. They have to aim at higher and higher levels of good living from all points of view so that their example may be followed by the students. Students often copy their teachers' virtues as well as their vices. The teacher therefore should be

even more careful in his conduct than his friends in other walks of life.

The organisers of education also have a great and heavy responsibility. The problems of education are so complicated that we sometimes feel it is difficult to get a solution which is convincing to all; but regarding some basic facts, there cannot be much of controversy. Modern education involves material facilities and appliances for demonstration which should be made available for boys so that they may pick up ideas correctly and quickly. The curricula should be properly framed and greatest care should be devoted in writing and prescribing the text-books. It is my considered opinion that the regional language should be the medium for the cultural aspects of education particularly with reference to study of literature such as poetry, drama etc. The moral and religious aspects of education also is best done in the regional language. It is my considered opinion that a proper tackling of these subjects in the regional language gives a sufficient mastery over the language as well. An equally important aspect of education is the importance one should give to the study of what I would call an "efficient" language, that is, a language which opens up large vistas of knowledge to the knower. That language happens to be English in the present context. No son of India should be denied this privilege of learning English to the standard necessary to speak well and write well so that he can get knowledge straight from the original sources and not from the second hand imperfect translations of the same. The idolatry with reference to language is irrational and dangerous.

To get the mastery over English, it can conveniently form the medium of instruction for the rest of the subjects. In connection with the problem of medium of instruction, I would refer to a short extract from my lecture that I gave on 21-6-1958 at the Centenary Celebrations of Sri Brihadambal Government High School for Boys, Pudukkottai :

"There is a controversy as to what should be the medium of instruction. There need be no controversy in this matter if only we give complete freedom to the parents to have any medium they would like to have. I would propose that in every State in India we should make provision for giving choice to the parent to have for his children the regional language or the Hindi or the English language as the medium. This experiment may involve some initial expenditure but I am sure this will be only for a short period of one or two years. Just after that period you would see what would be the preference of the people of this country. The average man is sufficiently intelligent and he would choose what he considers as best. I do not want to tell you now as to which language would be preferred mostly all over the country. You know it and I leave it there."

It is interesting to find that this experiment has been carried out in some parts of India and the answer is also known. I am sure if these experiments are further extensively carried out, the answer will be further confirmed. I do not wish to dilate any further on this question.

Let me not be however mistaken. The regional language should not be neglected and perhaps would not be neglected. The regional language is bound to be used for routine purposes by most of the people. Furthermore, there are a few people who would be interested in the language to a larger extent than just to use it as the medium of expression; they could produce works of art, such as essays, poetry, drama and so on. These intellectuals should be encouraged to the largest possible extent. There was once a time when Kannada and Sanskrit teachers in High Schools or even in the Colleges were getting about Rs. 35 per month whereas the professors of English got about Rs. 1000 per month. The rational behind it is not clear except that the brilliant Kannada or Sanskrit scholars could be obtained

by paying a low salary whereas the scholars in English could be had only at a much higher salary. This difficulty has been rectified and has led to a considerable amount of progress in the development of regional language. I would say that further steps should be taken in the same direction. I would even suggest that artists of high order in the regional language in each State should be maintained by the Government by giving them appropriately high honoraria so that they may be free from worries with regard to leading an honourable life and may devote themselves to the service of the language. This step would go a much longer way to develop the regional language than forcing it down the throat of the ordinary people who contribute little to the development of the language.

Mathematics should form a part of the curriculum so that the boy gets that development of the intellect which is responsible for precise thinking. Science, of course, should be very much helpful not only in appreciating the splendours of God's creation but also is of direct help in managing the complicated modern world. In addition to this some fine arts and crafts and some training in handling mechanical and electrical appliances should also be given according to the aptitude of the boys.

A considerable controversy has been there about examinations. Examinations are necessary but we must remove the irrational aspects of examinations. First, we should rectify the unfortunate situation of the whole future of a boy being decided by a single examination; for those who cannot attend a particular examination for whatsoever the reason, another chance should be given to show their worth. A large number of examinations instead of a single examination would no doubt be desirable; such a large number of examinations would, however, have to be internal and in the present conditions in this country the whims and fancies of the examiner coming into play would often prevent

a correct assessment of the student. An examination therefore is unavoidable and the extent of perfection that we can attain with it is entirely dependent on finances and man power that becomes available.

In this connection, I would like to say a few words about the effect of making the day-to-day work an important factor in the final assessment of the students. There is no doubt whatsoever a proper judgment of the students is best done if the assessment is done regularly and continuously and the average effect is finally taken into account. But there is a real and insuperable difficulty in carrying this out in India. The main objection which can hardly be challenged is the ugly way in which the human factor comes up in the present context of conditions in India. Due to unfortunate barriers of various types that exist in this country, it is extremely difficult to expect an impartial assessment of students in a class unless the examinations are held under strictest control. Even with all the existing controls, there is a considerable amount of whispering that marks are manipulated to make undeserved students get high marks. If however the assessment comes up at the individual class level where there is little control, it would be even more dangerous. On the other side the assessment is always difficult and time-consuming. If assessment is too frequent, it would be done mechanically and the marks would have little significance. It may be argued that once we do this, the human effects would gradually disappear. From the present trends I am of opinion that this would take a very long time indeed and any such experiment would lead to devastating results. It is therefore best that we stick to the present examination system, if necessary by increasing the number of examinations. But they should all be under the strictest control. We have also tried a new technique for avoiding the human effects in examinations in our own Institute. A large number of questions as well as the nature of the

answers expected are made known to the candidates months in advance and on the examination day a few of the questions are chosen by lots and given to the candidates to answer. This system has certainly helped in removing the human element almost completely, and infused the confidence both in the candidates and the authorities.

I have touched upon a few of the aspects of education which I feel are

of primary importance for developing men who would contribute individually and collectively to the good of the country and of the world. It is for our leaders to see that suitable action is taken to achieve this aim.

I have great pleasure in inaugurating this Conference and wish this function all success. I also wish that this Guild may grow from strength to strength and take its role in serving the country and the world.

"THE TIMES THAT TRY MAN'S SOUL"

By GLADYS KRUM

"These are the times that try man's souls," wrote Thomas Paine on the eve of the American Crisis, the American Revolution. Those words resound meaningfully in this troubled twentieth century. China, Russia, India and America, among the leaders, have undergone terrific scientific and social "changes". How can these revolutions be better understood and taught in school?

First of all it is necessary to recognise the limitations of the field. How old will the children be? How much time can be devoted to the program? How to select meaningful material and co-ordinate the program? One of the most significant factors is the attitudes of the class and the teacher, the climate of opinion in which they work. Education is essentially a process of building up the association of ideas, the ability to absorb and analyze data. It is more meaningful to proceed from the known to the unknown, to integrate and relate new ideas to familiar contexts. In a short time it may not be feasible to do academic justice to subject matter. However, in this world of rapid changes and expanding knowledge, mastery of a limited set of facts soon becomes inadequate, obsolete. Therefore, the object of schooling might better be to develop and practice the tools, the habits of study, to

inspire an awareness and curiosity of the vast scope and interlocking networks of human interests.

With such considerations in mind, as part of UNESCO's project for greater mutual appreciation of cultures and their contributions to civilization, the New Era School in Bombay has undertaken a specific detailed study for Indo-American Understanding. The plan experimentally adopted was for a ten week project. Therefore three "units" of about three weeks each seemed a natural division. A historical approach to American culture seemed desirable — It is difficult to talk about holidays or customs unless some history is introduced. The most important national holidays are July Fourth and Thanksgiving. American life is not guided by ritual observance. The motive forces in American history have been ideas and the on-going struggle for ideals, as in the aspiration of the Declaration of Independence and the consequent Revolution or in the Constitution and the civil disputes which caused the War between the States.

The regular curriculum of the tenth standard calls for a study of 'revolution'. Since the school term begins in mid-June, the first unit, block for study, could ideally be early America, culminating in a celebration of the Fourth

of July, Independence Day. Considering American history then from a political aspect, the writing of the Constitution would be next chronologically. It is a bit less of an over simplification to lead into the Civil war as a constitutional problem. Then the very controversial issues of slavery and segregation may arise in relation to economics and sociology, the Westward movement, the development of industry, labour problems, which would be taken by September and fall in time for Labour Day. A fourth possible unit which a ten week schedule excludes might later be the topics, the United States and Peace movements, considering Woodrow Wilson's policies, the establishing of the United Nations, the roles of President and Mrs. Roosevelt, etc. Several debates of forums on nuclear weapons, war as an instrument of diplomacy or a mock General Assembly might be times for just when the UN General Assembly is in session. Later outlines of a program could be elaborated upon or used only in parts. For enriching the curriculum, appropriate songs, stories and primary sources are readily available.

Practically then, how could the color of early America and that characteristic spirit of American life be conveyed? The life of Benjamin Franklin was a living link and driving force in the 18th century's chain of events. Benjamin Franklin has been called the first "American." A selection from his well-known Autobiography on the establishment of Philadelphia's first public library was read and discussed. What was Franklin's contribution to colonial life? Why did he value "self-help"? Benjamin Franklin was a member when the drafting committee of the Declaration of Independence met in Philadelphia. Each pupil was given a copy of that most significant and eloquent document. Since the lecture method is tedious on the high school level, classroom participation was encouraged, committee and library research techniques practised and compositions assigned. One student very perceptively grasped the

larger connections in the inspiration of history, the lives of great men and enduring ideas. Kalyani Bhuta, a tenth standard student wrote :

"If we look through world history, we know that many great people have been born in the world. If we look at their lives we may understand how they come up. Generally a great man has good qualities. One is hard work. We all know about Swami Vivekananda. He was a hard worker. He sacrificed his life for the good of his countrymen. And we all know about Lincoln...."

After this introduction, the class prepared an assembly program based on the events of that first July 4th 1776. The boys played rejoicing in the street. The girls danced and sang to the lively tune of "Yankee Doodle." American flag was narrated and the national anthem, "Star Spangled Banner" was sung.

Freedom, independence and individual liberty inspired the American Revolution. That revolution set the pattern for political revolutions. How could "All men be created equal?" Why should governments be "by the consent of the governed?" and when may Governments be altered, revolutions justified? "Prudence," wrote Thomas Jefferson, "will dictate that Goverements should not be changed for light and transient causes...." These are dynamic works, vital thoughts and advice worth heeding in our present crises. Independence won; the thirteen states floundered in the "critical" period and wrestled to create a National Government.

In school the children, too, learn the practical problems of self-government. At the end of June they held their annual student council elections. The fascinating part of working with youngsters and ideas is the unexpected developments. Ideas have a strange way of proliferating and linking themselves in fascinating patterns. Enthusiasm breeds creativity. The greatest problem is to be selective in weeding out the essentials and to use restraint

in attempting to strike a balance between what one would like to do and impart and actual physical and mental capacity. In the classroom, as much as possible, facts should be brought home by relation to familiar concepts, things and association of ideas.

As a final review and preview, a USIS movie, *A Nation Sets its Course* was shown. How those straggling colonies along the Atlantic seaboard, with a population in 1776 less than the present city of Bombay, surrounded in Canada, by the British, in Louisiana by the French, in Mexico and California by the Spanish, the world powers of the 18th century, and how those 13 carved a continental nation

from a wilderness is a gripping saga. India, 15 years after her independence is engaged in a similar great experiment and endeavor to develop in the face of adversity and hostility. Many parallels and analogies might be drawn between India and American History and society. Therefore, through those activities, using an integrated approach, attempting to draw from original sources, a more vivid historical perspective and deeper understanding may be created. And in a larger sense, the story of the Declaration of Independence of the American Revolution does not only belong to one nation, but to the Promethean heritage of Mankind.

STUDENTS AND RECONSTRUCTION

BHEEMASEN RATH, B.A., B.Ed.

(Teacher, N. D. High School, Purushottampur, District Ganjam, Orissa.)

The brutal invasion of China at a moment when we were busy with the works of reconstruction, has not only roused among us national consciousness and national unity but also has made us busier than before in every walk of life. The treachery of China has taught us a lesson which no Indian should ever forget but remain fully alert and prepared to fight tooth and nail any aggressor that invades us to devastate the tranquil life of the people of the land of great Saints and teachers. Any Indian who shirks work or acts on deterring the progress of the nation by mischief or self-indulgence in these days of crisis should be counted as a traitor. Every one of us, man or woman, young or old, rich or poor, able or disabled has a part to play to safeguard the freedom of the country and as such students, the future hope of the country, should render their utmost and prepare themselves to preserve her freedom.

Despite the fact that some progress has been made in industry, ours is yet an industrially backward country.

When the whole world is busy with works of industrial development, we cannot remain contented with the old philosophical idea of calmness. Our 'angle of vision' must change according to the change of time. The young men and women who read in schools and colleges instead of trying to become clerks and lawyers etc. must revolutionise their line of action and consequently their choice of profession. The recent invasion of China has taught us that industrial unpreparedness is fatal. Hence the students instead of intending to provide the administrative needs of the country should prepare themselves to answer to the urgent need of industrial problems. They should work hard to specialise more and more in scientific subjects so that when they undergo training in mechanical engineering, mining, metallurgy etc., may take advantage of serving the industrial needs of the country.

Students must mould themselves to play their parts successfully as true patriots of the land. It goes without

saying that by reading books treated on various branches of learning they must keep themselves abreast of time.

The field of social service is vast where students can render yeoman service and prepare themselves for future citizenship. Volunteer work in backward areas, particularly where people suffer due to ignorance, illiteracy and sickness, propaganda works in times of leisure regarding child mortality, untouchability, child marriage and other social vices must be the foremost duty of every student. Apart from this they must take it to be their duty to rouse the villagers from their deep slumber of lethargic life and advise them to join the military and to pay utmost attention to production of food and industrial goods.

Other shocking social evils that have been deterring our progress since the advent of the British Rule are bribery, corruption and adulteration. Pursuit after wealth at the cost of the progress of the nation as well as one's own position and dignity is not only shameful but suicidal. It must be remembered that one who offers bribe commits a more harmful crime than the one who takes it. The youth of the country today should be on their guard. They should resolve not only to abstain themselves from immoral acts, but also inspire people to combat all social vices.

Simple living, high thinking and strenuous working should be the aim of every student at present. They should not shirk work however difficult it may be.

Students should note that discipline, obedience and truthfulness are the noblest qualities of a patriot. These important characteristics of a patriot have to be learnt by every student, when young.

A student who attends to the needs of his study by fits and starts, who pays little attention to physical development and who spends his time on

idle fruitless occupations is more harmful than a black-marketeer or bribe-taker. 'All work and no play makes jack a dull boy.' Students are not therefore to stick closely to books; a certain amount of exercise and athletics is essential to keep the body in sound health and mind in lasting vigour.

The country having vast mineral resources and man power at its credit is not yet self-sufficient and self-reliant in industrial products. It is for students, who are preparing to play their part as future citizens of the country, to reflect calmly on the problems of the nation and fix accordingly their choice of career. Instead of being guided by low desires and blind beliefs, students should develop the habit of understanding the why and how of things. They must forearm themselves to play the arduous parts of true citizens as industrialists, engineers and technicians. Instead of being self-indulgent, self-seeking, self-willed, self-opinionated, self-centred and self-absorbed they should try to become self-respecting, self-reliant and self-possessing. They must be thoroughly equipped, both with ability and sincerity to fight out their battles boldly in the country's cause.

Student unrest has now become one of the most serious problems in our country. Students should remember that it is after two hundred years of foreign rule we could be independent as a result of sacrifices of that generation of our countrymen who fought the struggle for freedom. Freedom cannot be safeguarded and the integrity of the country cannot be preserved unless all classes of people, including the students are prepared to work for it even though they are put to much personal loss and discomfort. If students take law into their own hands, create chaos, the danger would be that those who are hostile to the country's freedom may take advantage of it and our hard won freedom may be lost.

'FREE' THINKING ON SOME EDUCATIONAL ISSUES

S. RANGASWAMI, M.A.,B.T.
(O. V. C. High School, Manamadurai)

It is not so easy to think 'freely' as most of us imagine it to be. It is as difficult as to breathe free air for a man kept up in a dungeon. We always think in terms of beliefs and wishes and not in terms of facts. Our vision is most often clouded by our bias and prejudice towards men and matters. Hence we refuse to see the other side of the picture and take our side as the just and true one. So 'free thinking' has become an impossibility more or less. But an attempt has been made in the following lines to think freely about some of the educational issues that confront the Society to-day.

First let us take the question of the much talked of wastage in education. Obviously this term relates to the large number of failures at the public Examinations. While it is perfectly right to find out ways and means to reduce the number of failures, is the term wastage, a really appropriate one? Evidently this term has been borrowed from the industrial field. But is it right to view education as an industry and educational institutions as factories? Schools are training centres and a boy who undergoes an eleven year course actually undergoes a sort of training for eleven years. Let us suppose that a boy who undergoes training for eleven years without any break or detention in the middle fails in the final examination. Does it mean that all his training has gone waste because of his failure? This very same boy can subsequently pass in the next examination. Even if he does not pass he has not been declared unfit for life. He can take up some vocation and become successful and in that vocation he is definitely going to use what little he has gained during his training period in schools. So wastage in education is a misnomer as the training that a boy

receives in educational institutions never goes waste just because he fails to get a certain amount of marks in the final examination.

All the above arguments are advanced neither to minimise the importance of taking efforts to reduce the number of failures nor to shirk the responsibility of teachers in this respect but to put the things in the proper perspective.

If the number of failures is unduly large there should be something wrong either with the system of education or with that of examination. Time and again it is pointed out that the number of failures in foreign countries is not so large as in our country. Have we conducted a scientific and objective study to compare the systems of education prevailing in foreign countries with that of our country? We make all sorts of comparisons at loose ends without having an over-all picture before us. The author has not conducted any research in this field but to him it seems that there are two problems to be examined on scientific lines. One is the teacher-load and the other is the curriculum.

To me the teacher-load in India seems to be so heavy as to prevent him from giving individual attention to his pupils. Perhaps this feeling of mine may be owing to myself being a teacher. Anyway it needs careful unbiased study by educational experts on scientific lines.

The next problem is the curriculum. There has been very often criticisms that the curriculum in our country is over-crowded. But a perusal of examination results clearly shows that failures are mostly due to the pupils' lack of attainment in the English language. English is a foreign language

and it is taught compulsorily here. In England only 15 per cent of the pupils opt for a foreign language and in the U. S. it is 17 per cent. Naturally the percentage of failures in the above countries is very low. While nobody can minimise the importance of English it is a hard fact to see that it is because that this foreign language is compulsory here most of our pupils fail. In the U.K. and the U.S. the percentage of failures is low because learning a foreign language is optional in these countries. Can this not be put into effect in our country? No doubt, there is strength in the argument that the mother-tongue in those countries is English. But the fact is there that the language burden in our curriculum is heavier than what prevails in the above countries and it is this burden that determines passes and failures. So if it is possible to find an arrangement in our country wherein learning a second language, whether it is Indian or foreign is made optional it will be possible to reduce the num-

ber of failures. Otherwise, I am afraid, we have to reconcile ourselves with the existing state of affairs. Incidentally I would like to point out that the three-language formula is no doubt a heavy burden on our pupils which burden does not exist in other countries.

Finally I would like to touch the question of detention also. The purpose of detaining a boy in a class is not to give him any punishment but to give him one more year to study the lessons which he had not learnt well in the previous year. If the number of cases of detention is unduly large it goes without saying that something is wrong somewhere. But to say that there should be no detention anywhere is to neglect the question of individual differences. As long as boys differ in their individual capacity detention is bound to continue. There will be some boys here and there who will need an additional year for studying the subjects and it is in their own interest that they are detained.

THE EDUCATIONAL ART OF MUSIC

By PROF. S. B. KAKKAR,
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Music inspires man more than anyone or anything else partly because to music man's response is natural or spontaneous and mostly because music appeals to the core of his self, arouses his feelings and so stirs his being that he cannot help dancing attendance on it. It enthrals him in such a way that he is almost unconsciously involved in it to the exclusion of all distractions in the environment.

GENESIS

'Music descended from the gods or spirits,' thought the primitive; perhaps they were impressed with its transcendental quality without being able to understand the science of music. The mystic conceived music and emphasised

its place in his philosophy. The philosopher studies musical experience with a view to explaining the beauty as such and the beauty in music. Metaphysics goes still further. It raises such questions as "Is there a musical mind and if so how has it come into being?", "What kind of mind gives rise to music?" No one has so far solved these very interesting questions though scientific analysis of music vainly attempts to do so. Philosophers who were adept in the art of music made wonderful contributions to the genesis and psychology of music. Later scientific approaches in the field of music brought in more reliable techniques, caused constructive criticism and dealt with the facts of musical as

of other experiences at first hand. Consequently the psychology of music gave place to the science of this great art. Human soul abhors science when the later attempts to analyse or scientificise musical or other delightful experiences, but it is helplessly silent as science forges its way ahead to engulf, and thus lay bare, all that seems divine or unknown. 'What or who originated music', 'how its various forms or diverse instruments evolved', 'what different roles does music play', and the like are by now questions that dictate scientific research at the hands of a musician. The sensory aspect of hearing, the motor aspect of tonal production, the organic aspect of musical feeling, the function of ear in discriminating minute differences of pitch etc. are the questions now causally explained by physiology. The phenomena of sound waves, which a musical voice produces, are investigated by physics. Lastly comes psychology which tries to describe and elucidate musical experience, analyse musical endowments, detect human urges which long for music and succumb to music, evaluate musical feelings and explain the development of musical capacity from infancy onwards. Thus all these aspects of music for their origin, evolution and further development depend, in the last resort, upon a musician who is scientifically-minded, receptive and enthusiastic. He alone can study all the different aspects in an inter-related way because for him more than for anyone else these aspects emerge in one unit which is music. Psychology at best is concerned with the behaviour of the human organism as a whole in response to music. This task, by no means ordinary, involves integrating the musician's findings and his own in order to arrive at a more meaningful result.

AESTHETIC APPEAL

Music unfolds itself in the form of physical sounds which pass through the physiological organism and arouse psychological organism to certain sensory and emotional experiences. Again its

reproduction and amplification involve memory, imagination, thinking and instinctual impulses. Physical sound thus leads to mental experience but the relationship, both qualitative and quantitative, between the two is neither proportionate nor positive. It is therefore difficult to say whether or not response to music would correspond exactly to the musical stimulus as communicated through sound. Be as it may, the fact remains that the sound, whether it has any physical shape or not, does stimulate the mind and may exalt it.

Styles and rules of musical composition, the theories behind it, and theory of aesthetic appeal are a musician's big role which is most creative. He has to analyse scales, look to consonance and dissonance, produce rhythm and ensure harmony. All these issues require scientific treatment at his hands. What response will a musical tone cause ultimately depends upon how well are these issues dealt with.

The composition and the sound having been determined, attention is paid to instil aesthetic experience which the musician enjoys when he gets inspired by his music and a listener receives when he hears the music, interprets it or recalls it. The musician's aesthetic experience depends upon his musical thinking, the trance he is in, his emotional upsurge, his values in life, his personality and the like. This is his concrete inspiration or feeling to which he completely submerges and becomes one with. How he injects this all-pervading feeling in his music depends upon him and his personality. A listener's aesthetic experience, on hearing the music, depends on his own musical aptitude, knowledge of music, intelligence, skill in music and other allied factors all pertaining to his personality. Some charm of the music is lost in the process of communication, its sound and its performance. Conversely more charm than is contained in it may be enjoyed by an animated gay listener as the latter hears what he wants to hear. 'What does this cloud look like' to me depends

upon what I am. So is the case when we hear music ; hence the disparity between music as produced and music as perceived. Listeners differ in their experience when they hear music because each of them has a personality unique and different from that of every other. Whatever it be, it is the sense of beauty in music which raises its listner to a plane higher than his usual one, a spiritual state which he alone may describe.

CREATIVE AND EDUCATIVE

Music is essentially creative both for the one who gives and the one who listens because both the musician and the listners contribute something original and receive pleasure in the process. It gratifies their creative urge and harmonises their emotions, it emanates from their self-expression and thus tranquillizes them. The nature and extent of emotions that music may arouse depend upon intelligence and comprehension of both the musician and the listener. As in literature science or other subjects, so in music, what will be attractive or repulsive to a person will inevitably depend upon the range of his comprehension. Not many can develop real interest for Einstein's theory of relativity. As the musician's vocation is to create the beautiful he is always beauty-conscious and hence his meticulous care for things beautiful. Any agreeable feeling appeals to our souls ; this is equally true of feel-

ing caused by music and hence the need of improving musical performance. As in all arts, so in music, good expression, experiences and skills are required.

Children should be activated by music so that by listening to it they are initiated into physical or intellectual reaction. Class participation of even the most aloofish child can be made through music. Creativity in music can be most profitably encouraged in the school. Let children write their own favourite story-may be from their reader or other books. Let them select a suitable motif for each character of the story. Help them to write down this motif. This will introduce them to the discussion of themes and motifs while studying the products of great musicians.

In this dull age of mechanical ways of living, children are sick of vocal drills and oft-repeated songs. Education must challenge their sense of creativity by providing music in the class-room. The space-conscious child of today hankers after the thrill of exploring, making or doing something new. Let him make his own song and let his class sing his song — this may satisfy his sense of achievement. While doing so educators must not think that since all children cannot become musicians music for all would be a hot-goose chase. Music is more for elevating the soul, much less for a profes-

HIGHER EDUCATION IN THE NETHERLANDS

October is the month when the Dutch universities open their doors again to about 50,000 students seeking higher education. Officially, this is called 'Scientific Education' and, at the moment, it is right in the middle of a period of expansion. Though the authorities are doing their utmost to cope with the ever-increasing number of enrolments, it appears to be ever more difficult to meet the demand for

new buildings and adequate institutes. Each time, the estimates of the number of new students appear to be too low. The figure of 50,000 mentioned above is more than three times higher than 25 years ago.

The students are divided over six general universities, three technical academies, two economic colleges and one agricultural university, and they

take pride in being on a higher level than the hundreds of thousands receiving secondary education.

SCIENTIFIC STUDIES

There are two main reasons for the enormous interest in scientific education: in the first place, rapidly industrialising Holland realises fully well that a mobilisation of all available brains is a must for further expansion, and secondly the population grows faster than in any other West European country. Hence, on the one hand, there is a greater demand from industrial and educational institutes for university graduates, and, on the other, the institutes of higher learning have to cope with the consequences of the post-war population expansion.

Three universities are state-owned: Leiden, Utrecht and Groningen. The one in Leiden is the oldest. It dates from 1375, when the town was presented with it as a reward for the citizens' heroic stand during the siege by the Spaniards. That was during the 80-year war of liberation against the Spanish Empire.

The other two universities were founded several decades after this. The university of Amsterdam, the only municipal one in the Netherlands and with its 10,000 students the largest in the country, dates from approximately the same period. At the end of the last century, two special universities were added to this number: one Roman Catholic in Nymeghen and one Calvinist in Amsterdam.

All these universities have at least five faculties each: one medical, one for physics, one for law, one for literature and philosophy and one for theology. Some have, in addition, faculties for economic, political-social and veterinary sciences.

DOCTORATES

In accordance with the nature of their secondary training which lasts 5

to 6 years, the new students choose their majors. After having studied for two, three or four years, they take their first major exam, the so-called Candidate exam. Then follows the doctoral study, which is also concluded with an exam. The student passing this has a right to compile a thesis, and with this take a degree of doctor. Medical students, after their doctoral exams, still have to spend a few years of practising in hospitals and clinics, after which they round off their studies with the final medical exam. The average period of studying at the Dutch universities is six to eight years.

Holland's oldest technical university is located in the ancient city of Delft, South of The Hague. For many years, this rapidly expanding Institute failed to comply with the even faster-growing demand for engineers. Hence, six years ago, a second technical university was founded in the southern industrial city of Eindhoven, where the big Philips Electric concern has its headquarters. In the meantime, it appeared that the demand for skilled technicians was by no means covered, and, therefore, a third Institute is now being built in the East of the country, in the textile district of Twente.

FOREIGN STUDENTS' SERVICE

Among the 50,000 students mentioned above, there are also several thousands from other countries. Most of them are Americans, but there are also a great number of students from developing countries in Asia and Africa. The care for and help to these foreign students is mainly in the hands of the Foreign Students Services, an organisation including both Dutch students and the staffs of the various universities. Ample freedom is allowed to the students and there are a number of student organisations in practically every field.—(C.N.S.)

MULTIPURPOSE AND HIGHER SECONDARY SCHOOLS IN MADHYA PRADESH

SHAMSUDDIN, Raipur.

With the integration of the four units—Madhya Bharat, Vindhya Pradesh, Bhopal and Mahakoshal—the new State of Madhya Pradesh, the largest State in India comprising 43 districts with a total population of 3,23,94,375 and an area of 1,71,210 sq. miles, came into existence in 1956.

HURDLES CROSSED

In spite of regional integration having been brought about, the problem remained of bringing about uniformity in the system of education. It was a difficult problem as unity had to be achieved out of diversity. There were differences in courses of study, system of administration and control, conditions of services and scales of pay of teachers and much effort was needed to bring about integration and uniformity. Within a span of six years, Madhya Pradesh has converted all its Secondary Schools to the Higher Secondary pattern.

INTRODUCTION OF DIVERSIFIED COURSES

After independence, Democracy changed the complexion of our experiences in life and consequently educational needs changed. The Secondary Education Commission had recommended the introduction of diversified courses to be provided in Multipurpose schools. According to them, "A multipurpose school seeks to provide varied types of courses for students with diverse aims, interests and abilities. It endeavours to provide for each individual people suitable opportunity to use and develop his natural aptitude and inclinations in the special course of studies chosen by him". Thus, "In nature a multipurpose school

is a democratic community coming together for common needs, common core of subjects and distributing itself in group pursuits and diversified courses".

CREATION OF MULTIPURPOSE SCHOOLS

In 1955, the old Madhya Pradesh Government took the lead in converting each Government High School at the district headquarters into a Multipurpose Higher Secondary school on an experimental basis.

GROUP OF SUBJECTS

As per recommendations of the Secondary Commission, a group of subjects—Languages, General Science, Social Studies and Craft are learnt by everyone as these inculcate the minimum knowledge which everyone should possess. In addition every pupil undertakes the study of one of the following groups in a Multipurpose Higher Secondary School :—

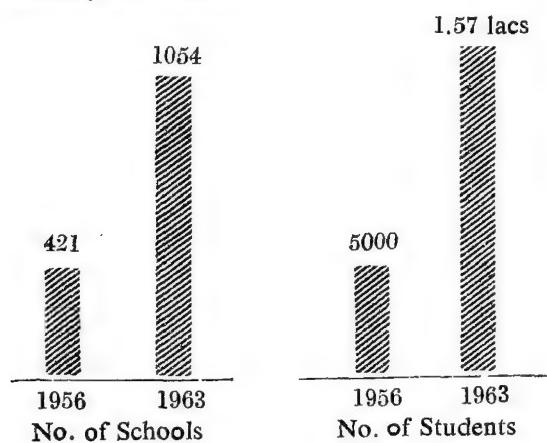
- (i) Humanities,
- (ii) Science,
- (iii) Technical,
- (iv) Commerce,
- (v) Agriculture,
- (vi) Fine Arts, and
- (vii) Home Science.

In each Higher Secondary School, facilities for the study of Humanities and Science Groups exist. Cent per cent High Schools have been upgraded to Higher Secondary Schools. 38 of them are converted into Multipurpose Higher Secondary Schools including at least one Girls' Multipurpose Higher Secondary School in each of the revenue divisions. In all the Multipur-

pose Higher Secondary Schools in the State there are 3 groups.

MIRROR OF HIGHER SECONDARY EDUCATION

The following graph depicts the correct picture of Secondary Education in Madhya Pradesh :



Thus, the total increase in Secondary Education has been about 150 per cent. In 1956, the number of Girls' Higher Secondary Schools was 74 but now it has gone to 165. Similarly, at present the number of Multipurpose H. S. S. in the State is 38 as against 26 during secondary plan. In the Third Plan, out of the target of 26, 14 H. S. S. will still be converted into Multipurpose Higher Secondary Schools. Non-Government High Schools have also been sanctioned liberal grants for conversion to the Higher Secondary pattern.

TRAINING COLLEGES

In the State there are 12 Post Graduate Teachers Training Colleges. Ours is the only State where all the Teachers Training Colleges have been converted into Post Graduate Basic Training Colleges where every year about 1,500 untrained teachers undergo B.Ed. training course. Besides, every year 110 teachers undergo M.Ed. training course. In addition, there is a college of Educational Psychology and Guidance which has got the provision for the training of guidance and counselling personnel in Secondary Schools. Besides, providing post graduate courses and research facilities in applied psy-

chology, it also prepares career masters for being appointed in Multipurpose Higher Secondary Schools. Efforts are also being made to provide career masters in as many Higher Secondary Schools as possible during the Third Five Year plan. A centrally sponsored scheme — The Bureau of Educational and Vocational Guidance at the Prantiya Shikshan Mahavidyalaya, Jabalpur organises workshops for lecturers in training colleges. Reorientation Department and Seminar section are also attached to Prantiya Shikshan Mahavidyalaya, Jabalpur.

BOARD OF SECONDARY EDUCATION

Courses of studies, text-books, examination rules and other practices and precedents have been integrated with the establishment of the Madhya Pradesh Board of Secondary Education. Previously there were two Boards of Secondary Education — Mahakoshal and Madhya Bharat, while Bhopal and Vindhya Pradesh were controlled by Ajmer Board. But, now, as a result of new Secondary Education Act, 1959, a statutory Board of Secondary Education has been established for the new Madhya Pradesh with its central office at Bhopal. The Director of Public Instruction is the ex-officio Chairman of the Board. There are 49 members representing different types of interests so far as Secondary Education is concerned.

At present the Board prescribes syllabi and conducts the following examinations :

- (i) Intermediate Examination in Arts, Science, Commerce and Agriculture,
- (ii) 11 Year course in Multipurpose Higher Secondary School,
- (iii) 11 Year course in Higher Secondary School,
- (iv) 10 Year course in High Schools,
- (v) Agriculture Higher Secondary Schools, and
- (vi) Kala Niketan (Technical).

According to the new Secondary Education Act, the Board of Secondary Education is empowered to conduct Teachers Training Certificate Examination in future which is so far conducted by the Director of Public Instruction, Madhya Pradesh.

Every year more than one lakh students appear at the said examinations from about 300 centres of the State. The total expenditure for the year 1963-64 is estimated as Rs. 88.03 lakhs.

NEW VENTURE

From July, 1958, Government took a bold step by declaring that no eligible student should be refused admission in any school. As a result of this policy, hundreds of new sections have been added to various H. S. S. during the past five years. Another new venture taken by the Government is the award of scholarships to deserving students passing Higher Secondary School Examination. Rs. 15,50,000 are paid annually for such scholarships.

Democratisation of educational administration of Higher and Multipurpose H. S. S. of the State has been planned. It is with this aim in view that a number of periodical conferences and seminars at district, regional and State levels are being organised. New opportunities in the field of experimentation, research and exchange of thought and ideas are being offered in the form of extension lecturers and visiting professors.

PAY SCALES OF TEACHERS

Pay scales for the secondary school teachers have been greatly improved. The following pay scales have been promulgated and extended to all non-Government secondary schools also :

- (i) Principal of Multipurpose H. S. S. — Rs. 360-700.
- (ii) Principal of H. S. S. — Rs. 275-700.
- (iii) Lecturers of Multipurpose and Higher Secondary Schools — Rs. 250-450.

Every H. S. S. has been provided with at least six lecturers in the above scale of pay for the following groups :

- (i) English.
- (ii) Hindi/Sanskrit.
- (iii) Geography/History/Economics/Civics.
- (iv) Physics.
- (v) Chemistry.
- (vi) Mathematics/Biology.

Girls' H. S. S. have been provided with Home Science and Fine Arts courses and thus made Multipurpose H. S. S.

GRANT-IN-AID

Non-Government enterprise in Secondary Education has been encouraged by providing them with liberal grants-in-aid of three kinds, viz. :—

- (a) Maintenance grant,
- (b) Building grant, and
- (c) Equipment grant.

A sum of Rs. 35,00,000 has been provided as grant-in-aid to non-Government institutions in the budget of 1963-64 for building and equipment. The grant-in-aid rules in existence in all the four units have been unified and brought into force. Revised scales of pay to non-Government Secondary Schools alone would cost more than one crore of rupees to the State exchequer.

EXTENSION SERVICES DEPARTMENT

Under the Govt. of India Scheme, six full-fledged Extension Services Departments have been attached to P. G. B. T. Colleges at Bhopal, Jabalpur, Raipur, Dewas, Rewa and Khanwa. Besides, 3 Extension Services units have been opened at Government P. G. B. T. Colleges Bilaspur, Sagar and Gwalior. Secondary Schools of their area are being immensely benefited by the Extension Services Departments and units. In collaboration with the Directorate of Extension Pro-

grammes for Secondary Education, seminars, workshops and training courses for several hundred teachers in Science in Secondary Schools are also organised by each Extension Department and unit. Government of India have also extended a loan of Rs. 10 lakhs for the construction of hostels in Government P. G. B. T. Colleges.

NEW SCHEMES

In order to equip schools with better personnel, the Government adopted the novel policy of recruiting talented M.A.'s and M.Sc.'s directly as lecturers in Higher Secondary and Multipurpose H. S. S. They are untrained. To provide them with professional training and reorientation, special seminars are organised for them during the summer vacation.

As the State lays greater emphasis on Science teaching, special seminars of long duration are also organised for science teachers during the summer vacation and winter holidays.

Government have also decided to introduce one of the South Indian languages in the H. S. S. of the State from the ensuing session under the three language formula.

In order to encourage the education of girls in the State, a senior lady officer in Class I service has been appointed as Dy. Director of Public Instruction in charge of girls' education.

In exercise of the powers conferred by the Madhya Pradesh Secondary Education Act, 1959, the State Government has appointed the Text Books Committee consisting of the following persons :

Chairman :

1. Shri G. P. Bhutt, retired Chief Justice of the High Court of Madhya Pradesh.

Members :

1. Shri J. S. Dave, retired Member, Public Service Commission, M.P.
2. Dr. G. L. Datta, Vice-Chancellor, Vikram University, Ujjain.

3. Smt. K. Mehta, Principal, Home Science College, Jabalpur.
4. Shri N. Padmanabhan, ex-Member, Public Service Commission, M.P.
5. Director of Public Instruction, M.P. — ex-officio Secretary of the Text Books Committee.

The main function of the Committee is to select text-books for prescribed courses of instruction and syllabi for secondary education.

In order to acquaint the Secondary School teachers with the latest developments in education, it is proposed to hold 10 seminars during the Third Plan. About 1,000 teachers will participate in such seminars. An amount of Rs. 0.50 lakhs is provided for this scheme.

To encourage talent and to provide equal opportunities to all sections of students it is proposed to grant scholarships to meritorious and deserving students. A provision of Rs. 24.00 lakhs is made for this purpose. 9,600 merit-cum-poverty scholarships will be awarded during the Third Plan period.

In order to encourage teaching of English, lecturers are deputed to Central Institute of English, Hyderabad, for short and long term courses in English.

With the introduction of the new pattern of secondary education, for training craft instructors for the Higher Secondary Schools, a training course in post-graduate training college, Bhopal has been started.

The existing Central Libraries at Gwalior, Indore and Bhopal have been given additional equipment and staff so as to provide better library service to the students, staff and public.

An audio-visual unit is established in the Education Directorate. Radio-sets, tape recorders, projectors, films and film strips have been supplied to selected institutions.

There are 207 Junior Division N.C.C. troops in 138 educational institutions in

the State. In the Third Plan, an amount of Rs. 5.00 lakhs is provided for adding 50 junior N.C.C. troops.

With a view to improve the standard of games and sports activities in the schools, a provision of Rs. 3.00 lakhs is made for acquisition of land and improvement of play fields.

The State College of Physical Education, Shivpuri, imparts training in Certificate course to Matriculate teachers. In order to make available better type of physical training instructors in H. S. S. and teacher training institutions, it is proposed to institute a diploma course. Rs. 3.20 lakhs have been provided for this purpose.

The State Department has also formulated a new scheme of visiting professors for training colleges in M.P. This scheme helps in the exchanges of experiences as well as provides for better use of specialists in the field of teacher education.

Under the scheme of National Council of Educational Research and Training, one of the four Regional Colleges of Education to be established in the country, has been established at Bhopal for preparing teachers for multi-purpose H. S., S. The foundation stone of this college was laid by Dr. K. L. Shrimali, Union Minister for Education on the 3rd May, 1963 at Shamla Hills, Bhopal.

MORE AID FOR INDIAN INSTITUTE OF TECHNOLOGY

BRITISH MINISTER'S ASSURANCE AT DELHI

An assurance of increasing the value of British assistance this year in the development of the Indian Institute of Technology, Delhi, by the provision of equipment and staff amounting in all to over £ 1,000,000 by 1967 was given by Mr. Robert Carr, Britain's Secretary for Technical Co-operation, when he visited the Institute this morning (November 30).

The British Minister was received at the Institute by Professor M. S. Thacker, Chairman of the Board of Governors, and others, and in a speech said it was rewarding to see the efforts of the British and Indian Governments and British industry come to fruition so quickly.

Mr. Carr said Britain would be able to provide by next year the eight professors, advisers and supervisors for whom the Director had recently asked. They would be recommended by the Imperial College of Science and Technology, London, with whom a special relationship had been established by

the Institute through the good offices of Professor Thacker and Sir Patrick Linstead, Rector of the Imperial College.

Further, the British Government would be able to offer more money in 1963-64 than they had hoped. "As an earnest of our intentions to assist you as quickly as possible," said Mr. Carr, "we are increasing the value of our contribution this year by £ 50,000 to a total of £ 135,000." This did not mean an increase in the overall contribution of £ 650,000 in British equipment to be provided over the next four years by the British Government and the Trust fund established by British industry ; but it will help to complete the job more quickly provided short-delivery items from the 1964-65 programme are purchased before 31st March next year. This will be a task for the Director and the Trust to tackle urgently, and Mr. Carr understood that the Chairman of the Trust had already written to Professor Thacker about it.

APPEAL FOR FUNDS

Thirdly, the sponsors of the Trust in Britain were about to launch a further appeal to British industry for more funds to provide equipment, and there appeared to be a prospect of a good response.

Lastly, said Mr. Carr, the special relationship with the Imperial College which he had mentioned will no doubt develop further in the future. Besides the provision of professors the Imperial College is awarding fellowships to members of the Institute's Indian further study on research. Further, the staff to enable them to take courses of Imperial College will arrange for special lectures to the Institute by their own staff.

Referring to the figure of over £ 1,000,000 of British money which is expected to be spent on the Institute by 1967, the Minister said that he understood the Indian Government would be spending more than four times that sum over that period and he paid a tribute to the magnificent buildings under construction and to the Institute's staff and locally made equipment.

"We in Britain are proud to have a part in this project," said Mr. Carr in conclusion. "It is one more expression of the goodwill which naturally inspires the relationship between our two countries. It is the example of the sort of practical co-operation which gives life and purpose to the whole of the Commonwealth." — (B.I.S.)

OUR LETTER BOX

HEADMASTER HONOURED

His Holiness Srimadabhinavoththaanda Vidya Nrisimha Swami, Head of the Pushpagiri Mutt, who visited the Hindu Theological High School, Madras, on 3-11-1963, conferred on the Head Master, Sri S. Balakrishna Joshi, the title "Hindu Dharma Pracharaka Ratna" in recognition of his valuable services to the cause of Education, based upon the effulgent ideals of Hindu Dharma. The occasion was the successful completion of a programme of religious activities in the Prayer Hall of the new building that is coming up.

Addressing a large gathering of parents, pupils and teachers, His Holiness observed that Education was a basic necessity. It was essential that an individual should have a knowledge of the world around him and of the progress of humanity in different spheres through the ages, in order to earn an honourable livelihood and lead

a cultured life. To belittle the value of secular knowledge was, therefore, to betray a lack of practical wisdom. Man had, however, to be definitely something more than a sentient animal. It was not enough if he lived comfortably on the physical plane alone. He had a loftier destiny to achieve. That was to grow in godliness and attain perfection. Such a consummation was not possible without enlightened religious training which alone could awaken and nourish the spirit. Secular knowledge had thus to be fortified by religious lore, if Education was to be complete and perfect.

Continuing, His Holiness said that in the matter of refining the character of children and nourishing their religious consciousness, parents, especially mothers, had a very great responsibility. They had to exert a wholesome influence upon youngsters who spent most of their time in their company. It was not proper to relegate the duty entirely to teachers. Parents had to

vigilantly watch the conduct of children and promptly check them when they went wrong. They should on no account encourage in the young unhealthy attitudes but, on the other hand, inculcate by positive suggestion reverence for teachers and avidity for learning. Sloth and indifference which most often baulked pupils' progress, had to be nipped in the bud. Any recompense that was made for the gift of true knowledge and wisdom, was not too high. In ancient days, parents led their sons to the preceptors in their forest schools and entrusted youngsters to their care in a spirit of absolute faith and reverence. They expressed their regard for teachers by means of handsome offerings in cash and in kind. The anecdote in "Raghuvamsa" which states how the king caused fabulous wealth to be handed over to a preceptor, illustrated this fact. But at present conditions were quite different. The emoluments given to teachers were not in keeping with the magnitude and the importance of their work. Pupils also did not show adequate interest in studies. Several forces were at work which tended to distract and corrupt their minds. Thus the task of managing schools efficiently and training pupils properly had become a difficult one.

In the face of depressing conditions, the work that the Hindu Theological High School had been doing was therefore laudable. The School symbolised a fusion of the ancient ideals of Education with the progressive trends in modern thought. Its atmosphere was redolent with the spirit of the Gurukula of old, adapted to present times. It combined effectively secular instruction with religious training, so as to fulfil the true mission of Education.

In conclusion, His Holiness paid a tribute to the sincere and fruitful labours of Sri Balakrishna Joshi who had been in the service of the School for nearly thirty-five years and who had been piloting its affairs with great ability and sustained devotion for nearly twenty years as its Head Master.

The community had reason to be deeply beholden to him for inculcating in the young by precept and practice an abiding faith in the higher values of life. Swamiji said that he therefore felt prompted to confer on Sri Joshi the title of "Hindu Dharma Pracharaka Ratna" which he so richly deserved.

Rao Sahib Sri K. Narasimhachari, M.A., President of the Parents' Association, conveyed his reverential thanks to the Swamiji for the honour he had conferred upon the Head Master and stated that the parents were legitimately happy and proud that the School was worthily presided over by an eminent educationist of the calibre of Sri Joshi who possessed great qualities of head and heart and whose noble influence inspired not only the pupils but also their elders.

K. S. V. RAO.

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FROM OUR ASSOCIATIONS

BOARD HIGH SCHOOL, PAPANASAM, THANJAVUR DIST.

Teachers' Day was observed by this Association on 11th September 1963 under the Presidentship of Sri R. Venkatachalam, B.A., B.T., Headmaster, Board High School, Papanasam. Sri R. Govindarajan, Education Extension Officer, Papanasam Panchayat Union and Sri R. Raghunathan, Assistant, Board High School, Papanasam, delivered lectures on Duties and Responsibilities of Teachers. Sri S. Gopathy, Secretary of the Association welcomed the gathering and gave a hearty vote of thanks to all participants. With National Anthem the function came to a close.

MADURAI DISTRICT TEACHERS' GUILD

The Annual meeting of the Madurai District Teachers' Guild was held on 2nd November 1963 in the premises of N.S.V.V. High School correspondent's building at Pattiveerampatti. Sri S. K. Kuppusamy Iyer, the President of the Guild presided. Sri W. P. A. R. Chandrasekaran, the correspondent of the N.S.V.V. High School, was at home to the members. A public meeting presided over by Sri S. K. Kuppusamy Iyer preceded the General Body meeting. After prayer, Sri W. P. A. R. Chandrasekaran, in his welcome address stressed the importance of the teacher in the social set up and referred to the fact of the president and vice-president of the Union being of great scholars and teachers and the rousing reception that Dr. Radhakrishnan was given in America. He said that teachers' remuneration and other amenities should be on a par with those of people in other walks of life. He exhorted the teachers to form co-operative credit and consumer societies to cater to their economic needs and to bring about greater solidarity among them.

Sri S. K. Kuppusamy endorsed the statement made by Sri Chandrasekaran and exhorted the teachers to equip themselves well for their work at school by wide study.

Sri S. Krishnaiyangar then delivered a brief address on quality teaching. He said that Quality Teaching like quality goods should be able to give satisfaction to the management, the parents and the Department and ensure good results at the public examination while at full stature. He deprecated the practice of coaching boys for written tests even from the lowest standards by distating questions to answers and making the boys learn by heart and repeat them at the tests. Coaching for public examinations should be confined to the last year and full use should be made of the knowledge gained in the training school and colleges for ensuring the proper development of the personality of the child. He suggested the holding of a seminar for discussion of quality teaching methods, for each subject during the ensuing Education Week.

In his vote of thanks Sri Sironmariyraj, M.A., Headmaster, N.S.V.V. High School paid a tribute to the nobility and generosity of Sri Chandrasekaran, his keen interest in teachers and in education and his earnest and sincere sympathy for teachers.

Then at the Annual General Body meeting of the Guild, Sri K. S. Krishnan, Secretary of the Guild read the annual and audit reports which were unanimously adopted.

The following Office-bearers were elected unanimously for the year 1963-65.

President :

Sri S. Krishnaiyangar, B.A., L.T., Retired Headmaster.

Secretary :

Sri K. S. Krishnan, M.A., B.T.

S.I.T.U. Representatives :

1. Sri P. R. Subramaniayyar, B.A., L.T., A. C. High School, Madurai.
2. P. Mariappan, N.S.V.V. High School, Pattiveerampatti.

The following resolutions were passed at the General Body meeting.

Resolved to request the Government to stop the collection for the Compulsory Provident Fund and to refund the amount so far collected, to grant House rent allowance to all teachers, to build houses for teachers under the Housing Board Scheme in the urban and rural areas, giving the same facilities in government jobs to students of Sanskrit as for students of Hindi, raising the scale of pay of Engineering instructors of the B.E. Grade to Rs. 225-15-350 with a dearness allowance of Rs. 35, to grant festival allowance to teachers in District Board Schools, to grant pension to non-teaching staff in High schools, to substitute Rs. 90—4—110—5—140 scale of pay for Secondary Grade teachers, to grant special pay for Agricultural and secretarial instructors, to sanction an allowance to teachers deputed for supervised studies, to transfer charge of adult education to D.E.O. instead of R.I. officers, to adopt the same pension rules of L.T. cadre of teachers retired before 1-7-1960 as for those who retired after that date, to give a special scale of pay for one third of the Senior L.T. assistants, to give a special allowance to post-graduate teachers.

A resolution thanking the Guild for its success in securing House rent allowance to teachers of the B.H.S. Periakulam was received by the Secretary.

33rd EDUCATION WEEK CELEBRATIONS

Education Week celebration was conducted by the Teachers' Association Board High School, Ayyampet on 30-10-1963, under the presidency of Shri J. Krishnamoorthi, B.A., B.T., Headmaster, Board High School,

Ayyampet. Shri S. Ganapathi, Member, Executive S.I.T.U., delivered a talk on "Educational Pattern and Quality Teaching". The Secretary of the Association welcomed the gathering and gave a hearty vote of thanks to all participants. With National Anthem the function came to a close.

33rd Education Week was celebrated by the Teachers' Association, Board High School, Swamimalai on 31-10-1963 under the presidency of Shri G. Deiveekachari, B.A., B.T., Headmaster, Board High School, Swamimalai. Shri S. Ganapathi, Member, Executive, S.I.T.U., delivered a talk on "Educational Pattern and Quality Teaching". The Secretary of the Association welcomed the gathering and gave a vote of thanks to all participants. With National Anthem the function came to a close.

33rd Education Week was celebrated by the Teachers' Association, The High School, Umayalpuram on 1-11-1963 under the Presidentship of

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Shri K. Krishnamoorthi, B.A., B.T., Headmaster, The High School, Umayalpuram, Shri S. Ganapathi, Member, Executive, S.I.T.U. delivered a talk on "Educational Pattern and Quality Teaching". The Secretary of the Association welcomed the gathering and gave a vote of thanks to all participants. With National Anthem the function came to a close.

33rd Education Week celebration was conducted by the Teachers' Association, Board High School, Papanasam on 7-11-1963, under the presidentship of Shri R. Venkatachalam, B.A., B.T., Headmaster, Board High School, Papanasam. Messrs. R. Regunathan and S. Ganapathi spoke on "Educational Pattern and Quality Teaching". Sri S. Ganapathi, Secretary of the Association welcomed and gave a hearty vote of thanks to all. With National Anhem the function came to a close.

RAJAH'S HIGH SCHOOL, RAMANATHAPURAM

Symposium

Under the auspices of the Rajah's High School Teachers' Association, Ramanathapuram, a symposium on "Quality Teaching" was conducted in the premises of the Rajah's High School on 6-11-1963 at 5-30 P.M. Sri R. Natroyan, the District Educational Officer presided over the function. Sri P. M. Lakshmanan, Assistant Headmaster, welcomed the gathering. The President in his address said that quality teaching largely depended upon the individuality of the teacher, who should possess a sound character to inculcate in the students good habits. He suggested that all teachers should have some proficiency in drawing and singing in order to make their teaching effective.

Then initiating the discussion Sri M. Rajah Iyer, M.L.C., expressed the view that large and unwidely classes were an inevitable phase in the present educational expansion of our State, and wanted teachers to re-orientate their

methods of teaching to ensure quality, besides quantitative progress. He said that a high basic general qualification for teachers was necessary, and considered the S.S.L.C. to be the irreducible minimum qualification. He pointed out the need for an ethical code for teachers whose rights and privileges should be ensured when the high prestige of the noble profession is maligned.

Sri V. K. Hasthamalak, suggested ways and means to better the standards of teaching. Miss K. Ambujakshi spoke about responsibilities of parents in this matter. Sri D. Koil Pillai wanted teachers to make use of the school library, and introduce new projects. Miss J. Chelladurai asked the teachers to prepare thoroughly before teaching a particular lesson. Sri K. C. Arokiam also spoke.

திருச்சி மாவட்ட கைத்தொழிலாசியர் ங்கம், திருச்சீராப்பள்ளி

27-10-63 திருச்சியில் நடந்த சங்கக் கூட்டத்தில் கீழ் கண்ட தீர்மானங்கள் எல்லோராலும் ஏக மனதாகத் தீர்மானிக்கப்பட்டது

தீர்மானங்கள்

1. கைத்தொழில்பாடங்களை மற்ற பாடங்களைப்போல் பாவித்து அரசினர் பாடத் திட்டப்படி நடத்தவும், ஆண்டு இறுதியில் மற்ற பாடங்களுடன் சேர்த்து பொதுத் தேர்வு நடத்த வேண்டுமென கேட்டுக்கொள்ளப்படுகிறது.

2. தொழில் பாடத்திற்கு வேண்டிய உபகரணங்களையும், கருவிகளையும் உடனுக்குடன் வாங்கிக் கொடுக்கவும் அதற்கேற்ற கட்டிட வசதியையும் அமைத்துத் தரும்படி கல்வி கணகாரிப்பார்கள் மேலாவிக்கு தெரிவித்து ஜவன செய்ய வேண்டப்படுகிறது.

3. கைத்தொழிலாசியர் தகுதி, சிலைப்பட்டு-ஒன்றுக் கிருந்தும், உயர்சிலைப்பள்ளி, ஆரம்ப உயர்சிலைப்பள்ளி என்ற பாகுபாட்டினால் இரண்டு வித சம்பள விசித்ததை மாற்றி, செக்கண்டரி கிரேடு ஆசிரியர்கள் எங்கு பணிபுரிந்தாலும் ஒரே வித சம்பள விசித்தம் அளிப்பதைப்போல் கைத்தொழில் ஆசிரியர்களின் கோக்காதாம்சத்திற்கு ஏற்றபடி ஒரே வித

சம்பள விகிதம் அளிக்க வேண்டுமென கேட்டுக் கொள்ளப்படுகிறது.

4. 12-11-56ம் தேதிய அரசினர் உத்திரவு ROC No. 1657-L.4-56...க்கு முன்பு கைத் தொழிலாசிரியராகப் பணியாற்றியவர்களுக்கு 60-4-100 என்ற சம்பளம் பெற்றவர்களுக்கு புதிய சம்பள விகிதத்தில் 90-4-110-3-140 என்று விதிக்கப்பட்டிருக்கிறது. ஆனால் 60-4-100, 60-2-100 என்ற விகித சம்பளம் வாங்கப்பட்டு, கைப் படிக்கும் ஆசிரியர்கள் போன்றவர்களுக்கு புதிய சம்பள விகிதத்தில் 100-5-150 என்று நிர்ணயம் செய்திருப்பதைப் போன்று 12-11-56 தேதிக்கு முன் பதவி ஏற்ற கைத் தொழிலாசிரியருக்கும் 100-5-150 என்ற சம்பள விகிதம் அளிக்க வேண்டுமாய் கேட்டுக் கொள்ளப்படுகிறது.

5. கைத் தொழிலாசிரியருக்கு ஏற்ற லோயர் பரிகாரையும், டி. டி. சியும் பெற்று நூற்றுக்கணக்கான கைத் தொழிலாசிரியர், பகுதி நேர ஆசிரியராக மாதம் ரூ. 30-00 வீதம் பெற்று குடும்பத்தை ஸ்ரிவாகிக்க முடியாமல் கஷ்டப்படுகிறார்கள். ஆகையால் தகுதியுடைய ஆசிரியருக்கு 4ம் வகுப்பு முதல் பாடத் திட்டப்படியுள்ள கைவேலைப் பாடத்தை தொழிலாசிரியருக்குக் கொடுத்து முழுநேர ஆசிரியராக அமைத்து அல்லல்படும் பல குடும்பத்தை காப்பாற்ற அரசினரைக் கேட்டுக்கொள்ளப்படுகிறது.

6. சென்னை சட்ட 18ண்படி தொழிலாசிரியர்களின் தகுதி, நிலை,-படிப்பு-எல்லாம் ஒன்றாகக் காணப்பட்டு வருகிறது. ஆனால் எம். இ. ஆர். 138ல் கைத் தொழிலாசிரியரின் ஒரு சிலரான (Manual Training Instructors)கள் மட்டும் ஆசிரியர் பயிற்சியான (T.S.L.C.) ஆசிரியர் பயிற்சி பரிவை எழுத அனுமதிப்பதைப் போல் எல்லாக் கைத் தொழிலாசிரியர்களும் T.S.L.C. பரிவை எழுத அனுமதியளிக்க வேண்டுமாய் கேட்டுக்கொள்ளப்படுகிறது.

7. தொழிற் கல்வி பயிற்சிப் பள்ளிக்கு கொடுக்கப்படும் மாணியத்தொகை ஆண்டுக் கொருதரம் கொடுக்கப்பட்டிருப்பதால் மிகவும் கஷ்டமான நிலையை உண்டாக்குகிறது. தொழிற் பயிற்சிப் பள்ளியில் பணியாற்றிவரும் தொழிலாசிரியர்களையும் மற்ற ஆசிரியர்களைப் போல் பாலித்து மாதா மாதம் மாணியத் தொகை (Grant) அளிக்க வேண்டுமாய் கேட்டுக்கொள்ளப்படுகிறது.

8. பஞ்சாயத்து யூனியன் உயர்நிலை துவக்கப்பள்ளியில் பணியாற்றி வருகிற கைத் தொழில் ஆசிரியர்களை ஜில்லா போர்டு உயர்நிலைப்பள்ளியில் தொழிலாசிரியராக அமைத்து தொழில் காலத்தை தொடர்ச்சி பெறவேண்டிய நடவடிக்கை எடுத்து உயர்நிலைப் பள்ளியில் தொழிலாசிரியராக அமைக்கக் கேட்டுக்கொள்ளப்படுகிறது.

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Receipt of the following publications is thankfully acknowledged:

1. Bulgaria—News from—No. 93 November 1963.
2. Problems of Communism—Vol. XII—No. 5.
3. Bhaktan—(Tamil).
4. Britain—This is : Vol. 4. No. 21.
5. An Outline of American History (USIS).